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Ministry of Education Science and Technology

USAID FUNDED MALAWI TEACHER PROFESSIONAL DEVELOPMENT SUPPORT (MTPDS) PROGRAM

NATIONAL STRATEGY FOR TEACHER EDUCATION AND DEVELOPMENT (NSTED) POLICY FRAMEWORK

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List of Abbreviations

CHANCO	Chancellor College
CPD	Continuous Professional Development
DBE	Department of Basic Education
DCE	Domasi College of Education
DEP	Department of Education Planning
DEM	District Education Manager
DHE	Department of Higher Education
DIAS	Department of Inspection and Advisory Services
DPSM	Department of Public Service Management
EMIS	Education Management Information System
JCE	Junior Certificate of Education
MANEB	Malawi National Examinations Board
MCDE	Malawi College of Distance Education
MGTS	Malawi Government Teaching Service Commission
MIE	Malawi Institute of Education
MK	Malawi Kwacha
MZUNI	Mzuzu University
MoEST	Ministry of Education, Science and Technology
MSCE	Malawi School Certificate of Education
MTPDS	USAID Funded Malawi Teacher Professional Development Support
NSTED	National Strategy for Teacher Education and Development
PT	Primary Teacher
SEST	Secretary for Education, Science and Technology
TEMIS	Teacher Education Management Information System
TTC	Teacher Training College
TDC	Teacher Development Centre
T'LIPO	Teachers Living Positively (with HIV/AIDS)
TUM	Teachers Union of Malawi
USAID	United States Agency for International Development

DRAFT FRAMEWORK FOR THE NATIONAL STRATEGY FOR TEACHER EDUCATION AND DEVELOPMENT

1.0 INTRODUCTION

1.1 The NSTED Strategies

Ministry of Education, Science and Technology (MoEST) developed a National Strategy for Teacher Education and Development (NSTED) which covers the period 2007 to 2017. The NSTED was approved in 2008 and “provides guidelines for the establishment of a coherent and responsive teacher education and development program” (NSTED, p. ii). It has a comprehensive list of recommended strategies which are placed in three groups: (i) Strategies for improving initial teacher education (ii) Strategies for improving provision of continuous professional development and (iii) Strategies for improving management of teachers in Malawi. A review of the NSTED, which was conducted by the USAID funded Malawi Teacher Professional Development Support (MTPDS) program in August 2010, summarized the recommendations in the NSTED as in Table 1 below:

Table 1: Summary of NSTED Recommend Strategies¹

1. Initial Teacher Education (ITE)	2. Continuous Professional Development (CPD)	3. Management
1.1 Recruit trainees using district-based requirements and gender balance 1.2 Expand Teacher Training College (TTC) capacity and build new ones 1.3 Introduce alternative modes of training, i.e. Open and Distance Learning (ODL) and Non-residential) 1.4 Raise minimum teacher training entry to Malawi School Certificate of Education (MSCE) 1.5 Introduce specialized courses for infant and junior stages 1.6 Ensure adequate numbers of TTC lecturers 1.7 Train adequate number of special needs college lecturers	2.1. Tie Continuous Professional Development (CPD) to career path advancement and rewards/awards 2.2. Introduce modular accreditation for higher teacher academic qualifications 2.3. Improve facilities in Teacher Development Centers (TDCs) 2.4. Ensure teachers have at least 3 days of CPD sessions in a year 2.5. Make school improvement plans which include CPD mandatory 2.6. Train Primary Education Advisors (PEAs) and senior teachers to support CPD 2.7. Upgrade Junior Certificate of Education (JCE) holder teachers	3.1. Improve coordination between institutions and departments with various teacher training and management roles 3.2. Decentralize the Malawi Government Teaching Service Commission (MGTC) 3.3. Decentralize the Teacher Education Management Information System (TEMIS) 3.4. Teacher allocation/ assignment should be based on a standardized Pupil Teacher Ratio (PTR) 3.5. Enhance capacity in planning, monitoring and supervision TTCs 3.6. Link TEMIS with the Education Management Information System(EMIS) 3.7. Introduce and apply teacher performance appraisal standards 3.8. Create ways to periodically cover classes of teachers living with HIV/AIDS

¹ This is a summary of the list of strategies found in the NSTED. The strategies are in some cases policy options and both terms were being used in this document. However to avoid confusion they will now be consistently referred to as strategies.

Source: NSTED Review Report 2010, p. 3.

In Table 1 the strategies that are yet to be implemented have been put in bold italics. As can be seen, the review revealed that most progress had been made in achieving results in the area of Initial Teacher Education and some progress had also been made in the area of Management but no progress had been achieved for Continuous Professional Development at the time of the NSTED review in August 2010. With the exception of the introduction of regular CPD under USAID Funded MTPDS program, little further progress has been made since that time. This framework examines the 13 recommended strategies that were yet to be implemented by the time of the NSTED review².

1.2 The Purpose of the Framework

The purpose of this framework is to inform planning for the implementation of the remaining NSTED priority strategies. A key challenge faced by the MoEST is limited funding for its programmes. It is important therefore to ensure that its activities are carefully prioritized and are cost effective. This framework aims to assist the MoEST in the process of prioritization of the remaining NSTED strategies. The document is the first in a sequence of three documents: (i) the NSTED Framework, (ii) the NSTED Implementation Strategy and (iii) the NSTED Implementation Plan. The NSTED Policy Framework articulates key priority teacher education support, policy and management issues and strategy options. The NSTED Implementation Strategy will justify the prioritization of a limited number of strategies and describe the activities required for their implementation and the NSTED Implementation Plan will then provide a comprehensive plan of action including estimates for the cost of the various suggested activities.

An NSTED Policy Framework was originally expected to be developed in conjunction with the NSTED itself (NSTED, p. xi). This did not happen. The development of this NSTED Policy Framework, therefore, is an effort aimed at supporting the MoEST in achieving that objective through USAID-Funded MTPDS project.

2.0 NSTED POLICY FRAMEWORK

2.1 Structure of the Framework

In addition to classifying the strategies in terms of whether they are for ITE, CPD or management of the teachers, the NSTED also categorizes them in terms of whether they are for immediate, short term or long term implementation. However, the National Education Sector Plan (NESP), which is the current overarching policy document in the Ministry, categorises its goals and objectives based on three thematic priority areas of (i) access and equity, (ii) governance and management and (iii) quality and relevance. To enhance the integration of NSTED and NESP this framework, produced by USAID Funded MTPDS Program in collaboration with MoEST, has followed the structure of the NESP and has categorized the thirteen strategies in terms of whether they are for improving access and equity, governance and management and quality and relevance of teacher education. For each strategy, the framework indicates the NESP objective being addressed, the activities that need to be carried out, the institutions or departments that are responsible for the implementation of the

² According to the Task Order, USAID Funded MTPDS program is required to help the Ministry conduct a review of the NSTED and develop a framework, an implementation strategy, implementation guidelines and an implementation plan. The NSTED review was conducted in August 2010. Among other things the report described the progress the MoEST had made in implementing the NSTED. The review report also recommended that the MoEST should prioritize the implementation of strategies 2.1, 2.3, 2.4, 2.5, 2.6 and 3.1. The recommendation was endorsed by the Ministry. Therefore although this document covers all the 13 strategies identified in the review as not being implemented, the strategy, guidelines and the implementation plan deal with the six strategies only.

activities and the financial implications for carrying out the activities. It also indicates the possible outcomes of the implementation of the strategies³. The order in which the strategies appear in the framework is following the order of the three NESP thematic areas of Access and Equity, Quality and Relevance and Governance and Management of education. However for ease of cross referencing the corresponding number of the strategy from Table 1 has been inserted in brackets.

Cost estimates for training that can be offered at a college are based on 2011 fees in the University of Malawi while the estimates for the cost of training that can be offered at a Teacher Development Centre (TDC) are based on rates implemented by MTPDS, which are consistent with rates determined by government circular issued in 2007.

³ Apart from grouping the strategies in terms of whether they are for Initial Teacher Education, Continuing Professional Development or teacher management, the NSTED also indicates whether they are for short or long term implementation. The framework has not done this but the implementation plan has indicated the time frame for each activity.

2.2 The NSTED Policy Framework

NESP THEMATIC AREA: ACCESS AND EQUITY

Strategy 1 (NSTED Strategy 2.2):

Introduce modular CPD programmes that have accreditation for higher academic qualifications (NSTED, p.13, CPD immediate strategy # ii)

NESP Objective:

Upgrade under qualified teachers through distance and residential programs (NESP, p.20)

Rationale:

It is not feasible to grant a block release to teachers to attend upgrading courses as there is a current teacher shortage and such activities would undermine MoEST efforts to increase the number of teachers in the classroom. Modular programs would enable teachers to upgrade skills while remaining at the school site limiting interruptions in classroom teaching.

Activities	Responsible Institution/Dept.	Financial Implication (MK)	Outcomes	Remarks
<ul style="list-style-type: none"> Design modular diploma and degree courses 	DTED, DCE, DHE, CHANCO, MZUNI MoEST	<ul style="list-style-type: none"> No extra costs if incorporated into duties of relevant existing officers 	<ul style="list-style-type: none"> Increased teacher morale and motivation through provision of career advancement opportunities 	DTED, DHE need to start discussions with the relevant institutions on this issue in order to plan courses, sequencing, timelines and mode of delivery
<ul style="list-style-type: none"> Support teachers who want to take the courses 		<ul style="list-style-type: none"> 10 Million per year (100 teachers@ 100,000). It is proposed that 100 teachers be subsidized per year. 	<ul style="list-style-type: none"> Improved teacher performance 	Currently the average tuition fees for courses in the colleges of higher learning are about MK100, 000 per semester per student.

NESP THEMATIC AREA : QUALITY AND RELEVANCE

Strategy 2 (NSTED Strategy 2.3):

Improve facilities in Teacher Development Centers (NSTED, p.3, CPD immediate strategy #iv)

NESP Objective:

Institutionalize in-service training for primary and secondary school teachers (NESP, p.20)

Rationale:

The teacher development centers (TDCs) are a very important structure in the provision of CPD to primary school teachers. However, there is a need to improve the facilities in the centers to include where possible electricity and internet availability in order to enhance the quality of the services they provide to the teachers. Currently almost all TDCs in rural areas have no electricity. Since the teachers will be encouraged to enroll for the modular CPD programmes in order to upgrade themselves, availability of electricity and internet at the centre would be of much help to them in their studies.

Activities	Responsible Institution/Dept.	Financial Implications (MK) ⁴	Outcomes	Remarks
<ul style="list-style-type: none"> Take an inventory of facilities available in all TDCs Initiate an electrification program of those centers that have no electricity Initiate the installation of internet equipment in the centers 	DEMs, DIAS (PEAs) DEMs DEMs	No extra costs if incorporated into DEMs existing workplans 50 Million (Electricity installation fees @ 250,00 for 200 TDCs) 63 Million (315 computers @200,000 each) 41Million (Internet installation @130,000 each TDC) 106 Million per year (Service fees @ 28 000 per month)	<ul style="list-style-type: none"> Increased number of teachers upgrading their skills and qualifications Improved teaching and learning in the classrooms 	Considering the high costs associated with electrification projects this is a long term project. However it is important to plan for its implementation incrementally.

⁴ Comprehensive and consolidated costing will be provided in the NSTED Implementation Plan, produced under USAID Funded MTPDS Program in collaboration with MoEST.

Strategy 3 (NSTED Strategy 2.6):

Establish a CPD programme aimed at equipping PEAs and senior school staff with supervisory and monitoring skills (NSTED, p.13, CPD immediate strategy #v)

NESP Objective:

Strengthen inspection and supervision. (NESP, p.20)

Rationale :

Inconsistent inspection of schools and teachers has led to a general lack of supervision of teaching and learning quality. Improved head teacher and PEA supervisory skills will focus on coaching and mentoring to enhance teacher performance and student learning.

Activities	Responsible Institution/Dept	Financial Implication (MK)	Outcomes	Remarks
<ul style="list-style-type: none"> Design a headship certificate course and an inspection and supervision diploma course for Head teachers and PEAs respectively 	MIE, DCE, DIAS	No extra costs if incorporated into duties of relevant existing officers	<ul style="list-style-type: none"> Improved inspection and supervision of schools and teachers 	There should be headship training program at certificate level for head teachers and a separate inspection and supervision training program at diploma level for PEAs. The headship course could be delivered by MIE while the diploma course can be delivered at DCE, or MZUNI.
<ul style="list-style-type: none"> Ensure accreditation of courses 	MoEST (DPSM)	No extra costs if incorporated into duties of relevant existing officers	<ul style="list-style-type: none"> Enhanced culture of accountability within the education system 	
<ul style="list-style-type: none"> Support PEAs and head teachers to take the courses 	MoEST (DTED)	10 Million per year (Training fees @ 100,000 per individual for 100 individuals per year)	<ul style="list-style-type: none"> Enhanced teacher performance in the delivery of instruction. 	

Strategy 4 (NSTED Strategy 2.4):

Ensure teachers receive at least 3 days of CPD sessions in a year (NSTED, p.13, CPD immediate strategy # vi)

NESP Objective:

Institutionalize in-service training for primary and secondary school teachers (NESP, p.20)

Rationale:

There is need to professionalize teaching by ensuring that teachers continue to update their knowledge, attitudes and skills by setting minimum requirements for CPD. The need for CPD has been intensified by the Primary Curriculum and Assessment Reform (PCAR) which introduced a new outcomes-based teacher education curriculum.

Activities	Responsible Institution/Dept	Financial Implication (MK)	Outcomes	Remarks
<ul style="list-style-type: none"> Train PEAs, head teachers and senior teachers in CPD facilitation 	MIE, DIAS, DTED	168 Million (22,450 participants including 315 PEAs, 5,500 head teachers and 16,500 senior teachers @ 1,500 for 5 days)	<ul style="list-style-type: none"> Improved effectiveness of TDC and School-based CPD 	MTPDS is already supporting MoEST in the development of CPD model. However there is need to ensure its sustainability by planning and budgeting for the practice to be incorporated within the MoEST recurrent budget. Accreditation will require that quality can be assured and that rigorous record-keeping can be maintained as part of the routine activities of PEAs trainers ⁵ .
<ul style="list-style-type: none"> Set standards for CPD delivery and how they will be monitored 	DIAS, DTED	No extra costs if incorporated into duties of relevant officers	<ul style="list-style-type: none"> Enhanced teacher effectiveness and performance 	
<ul style="list-style-type: none"> Monitor and supervise CPD activities in TDCs, clusters and schools 	DIAS	Attendant travel and transportation costs will need to be incorporated into DIAS budgets	<ul style="list-style-type: none"> Improved learner outcomes 	
<ul style="list-style-type: none"> Ensure CPD activities are accredited and contribute in to teachers career progression 	DPSM, DIAS, DTED	No extra costs if incorporated into duties of relevant existing officers		

⁵ Full costing to be included in NSTED Implementation Plan, produced under USAID funded MTPDS Program in collaboration with MoEST.

Strategy 5 (NSTED Strategy 1.5):

Introduce specialized training courses for infant and junior stages (NSTED, p.12, IPTE medium and long term strategies #iv)

NESP Objective:

There is no specific reference to training of teachers for infant and junior stages in the NESP.

Rationale:

Several assessments of pupil performance at infant and junior stages, such as SAQMEC and MTPDS EGRA/EGMA reveal that learners in Malawi are consistently performing well below international standards. There is a growing appreciation that teachers do not have the requisite training and skills needed to establish the foundational skills that students need to be successful in schools at the infant and junior stages.

Activities	Responsible Institution/Dept.	Financial Implications (MK)	Outcomes	Remarks
<ul style="list-style-type: none"> Design the courses to reflect and properly contextualize current national and international best practice in infant and junior teaching 	MIE, TTCs, DIAS	Training costs. ⁶	<ul style="list-style-type: none"> Enhanced professional standing of infant and junior teachers based upon their specialist pedagogical skills 	<ul style="list-style-type: none"> Need to establish if the expertise required to develop the courses already exists or new people will have to be recruited or outsourced. It might be necessary to start with a TOT.
<ul style="list-style-type: none"> Recruit trainees 	DTED	No extra costs except for the cost of publicizing the new course		<ul style="list-style-type: none"> Maximum effectiveness of this intervention will require that the efficiency of teacher deployment be improved
<ul style="list-style-type: none"> Provide the training 	TTCs	The course will be delivered at a similar unit cost to existing initial primary teacher education courses	<ul style="list-style-type: none"> Improved teaching and learning in infant classes 	
<ul style="list-style-type: none"> Deploy the teachers 	DBE	No extra costs ⁷		<ul style="list-style-type: none"> The courses will be for both pre- and in-service training

⁶ If the departments and MIE will have to employ new staff just for the new courses then there will be extra costs due to the emoluments of the new staff. However the assumption is that no new staff will have to be recruited and that what might be necessary is to provide training to existing staff.

⁷ Since these teachers will be part and parcel of the entire teaching staff they will be deployed, monitored and supervised like the other teachers. No extra costs are envisaged.

Strategy 6 (NSTED Strategy 2.7):

Upgrade JCE holder teachers (NSTED, p.13, CPD medium and long term strategy # ii)

NESP Objective:

Upgrade under qualified teachers (NESP p.21 guiding principle # iii)

Rationale:

The low level of subject content mastery of the JCE-holder teachers affects their effectiveness and confidence in the classroom.

Activities	Responsible Institution/Dept.	Financial Implication (MK)	Outcomes	Remarks
<ul style="list-style-type: none"> Determine the number and location of JCE holder teachers Request that all enroll for MSCE courses with MCDE. MCDE to print sufficient copies of the learning materials Support the JCE holder teachers in their studies by arranging for their tuition 	DBE (DEMs) DTED, MCDE MCDE MCDE	No extra cost. DIAS through PEAs can be used to collect the necessary information No extra costs. The teachers will be expected to pay their own fees for the courses. Ministry must ensure that necessary budget allocation for printing is available, which will later be recouped when students purchase the materials No extra cost to Ministry if teachers bear cost of tuition fees at MK 300 per subject and examination fees at MK 406 plus MK 98 per subject.	<ul style="list-style-type: none"> Improved quality of teachers especially with reference to their subject content knowledge Improved teaching and learning in classrooms 	Teachers Union of Malawi (TUM) used to arrange for special tuition for their members in preparation for their sitting of the MSCE examinations. MoEST could make similar arrangements through MCDE. In order to incentivize teachers to upgrade, Ministry may make it a prerequisite for any future promotion.

NESP THEMATIC AREA: GOVERNANCE AND MANAGEMENT

Strategy 7 (NSTED Strategy 3.1):

Improve coordination among departments involved in teacher education and development (NSTED, p.8)

NESP Objective:

Improve management of the provision of teacher education and the management of teachers

Rationale:

Currently there is poor coordination of the multiple departments and institutions involved in teacher education and development. This is particularly true for secondary school teacher training institutions. There is also little coordination among departments that manage the provision of teacher education and those that manage the teachers. In addition there is no linkage between ITE and CPD programs.

Activities	Responsible Institution/Dept.	Financial implications (MK)	Outcomes	Remarks
<ul style="list-style-type: none"> Clarify the roles of the various departments and institutions in teacher education and management Determine the competencies that define a trained “teacher” Ensure that teacher training programmes in various institutions include at least the determined competencies Explore ways of strengthening linkages between pre-service and in-service training Assess the capacity needs of the various departments and institutions Fill the identified capacity gaps 	MoEST (DTED, DIAS, DBE DPSM) DTED, DIAS TTIs DIAS DTED, DIAS, TTIs DPSM DPSM	A budget of MK 750,000 required for necessary meetings and workshops MK500 for meetings and workshops No extra costs MK500 for meetings and workshops MK6 Million for needs assessment consultancy Cost of delivering training to fill identified capacity gaps. Cost of salaries for vacant or extra positions that might need to be filled	<ul style="list-style-type: none"> Improved coordination of teacher education and management Improved linkages between pre-service and in-service training of teachers Improved comparability of teacher training programmes offered by various institutions Improved internal efficiency and effectiveness of departments and institutions 	Clarifying of the roles and responsibilities of the MoEST departments and institutions is currently being undertaken with support from the USAID funded MTPDS program. On secondary school teacher training one of the concerns expressed in the NSTED is comparability of the programmes offered by various institutions. It is necessary therefore for the MoEST to initiate a process of determining the competencies that define a trained teacher and ensuring that this is the foundation upon which all courses are based.

Strategy 8 (NSTED Strategy 2.1):

Establish a career path that links advancement to Continuing Professional Development (NSTED, p.13, CPD immediate strategy # i)

NESP Objective:

Institutionalize in-service training/continuous professional development (CPD) for teachers (NESP. p.20)

Rationale:

There is no accreditation system based on CPD activities for Malawian teachers. Teachers rarely have opportunities for professional development courses and completed courses are not linked to teachers' certification/credentials or used for promotion decisions. The development of a clearly defined career path for teachers has great potential to improve teacher motivation and professionalism. The existence of clear and transparent criteria for promotion and career advancement will improve retention of teachers within the profession.

Activities	Responsible Institution/Dept.	Financial implications (MK)	Outcomes	Remarks
<ul style="list-style-type: none">Establishing more posts at PT3 (TK), PT2 (TJ) PT1(TI)and P8 (PH) levels,Ensuring that every year budgetary allocation for the filling of vacant positions is made,Creating separate primary education management grades e.g. Phase leader or section head, Deputy Head teacher.	DPSM	Cost will depend on the number and grades of vacant positions	<ul style="list-style-type: none">Improved teacher morale	The implementation of these activities would probably be a great morale booster for the primary school teachers. The level of effort required in designing courses, ensuring their standardization and accreditation and then to ensure that all the necessary record keeping is maintained must not be underestimated. All such activities must be included in the routine work assignments of relevant officers.
	DEP		<ul style="list-style-type: none">Reduced teacher attrition	
	DPSM	No extra costs. The activity is routine work for the department.	<ul style="list-style-type: none">Increased attractiveness of the teaching profession	
<ul style="list-style-type: none">Establishing of a taskforce to design the system,Identifying the performance elements that will be assessed,	SEST, DPSM	No extra cost	<ul style="list-style-type: none">Improved teaching and learning in the classrooms	
	DIAS, DBE, DPSM DIAS, DPSM	No extra costs		
<ul style="list-style-type: none">Training of assessors,	DTED, DIAS	25 Million (Training 5,500 head teachers @ 1,500 per day for 3 days)		
<ul style="list-style-type: none">Establishing a system of accreditation of CPD activities,Creating standards for CPD activities	DIAS, DTED	No extra costs.		
	DTED, DIAS	No extra costs		

that can be accredited, • Introduce CPD data into TEMIS	DIAS, DTED	Costs for development of TDC questionnaire		
• Consultations with relevant institutions that can design upgrading courses for various managerial positions,	DIAS, DTED	Cost for meetings		

Strategy 9 (NSTED Strategy 2.5):**Make school improvement plans which include CPD mandatory in all schools (NSTED, p.13, CPD immediate strategy # ix)****NESP Objective:**

Enhance capacity in planning, monitoring and supervision (NESP, p20)

Rationale:

Inclusion of CPD in school improvement plans will help to institutionalize it and ensure that the necessary funds for its activities are included in the schools' budget allocation.

Activities	Responsible Institution/Dept.	Financial implications (MK)	Outcomes	Remarks
• Ensure heads of schools are trained in drawing up school improvement plans	DBE, DTED	Training costs. Estimates are included in the implementation plan	• Improved School management	This can be done as an immediate intervention but could also become part of the headship training referred to above. An incentive for development and implementation of School Improvement Plans will be provided if release of direct support grants to schools is made conditional upon the approval of a school improvement plan.
• Ensure that every school has a school improvement plan	DIAS (PEAs)	No extra costs	• Improved school accountability based on achievement of school improvement plans objectives	
• Ensure school budget allocations include funds for CPD activities	DEMs	Cost will depend on the plans but it is estimated that this will require about MK150 Million annually. (Details are in the Implementation Plan)	• Improved community participation based on community support for implementation of plans.	

Strategy 10 (NSTED Strategy 3.2):

Decentralize the Malawi Government Teaching Service Commission (MGSTC) to divisional level (NSTED, p. 45, Strategies for MGTSC challenges # i)

NESP Objective:

Improve governance and management of education(There is no direct reference to the MGTSC in the NESP)⁸

Rationale:

A highly centralized commission has seen significant delays in addressing issues pertaining to teacher management, including determination of discipline matters and processing of promotions. Decentralization of the commission will ensure that such issues are handled in a timely manner.

Activities	Responsible Institution/Dept.	Financial Implications (MK)	Outcomes	Remarks
<ul style="list-style-type: none"> Explore the feasibility of the strategy and present a report to MoEST 	MGSTC, DPSM	Cost of the feasibility study w(MK6 Million)	<ul style="list-style-type: none"> Reduced time needed for processing matters affecting teachers. Greater efficiency will reduce instructional time lost while teachers' cases are left pending. 	The guidelines for the Management of Education functions devolved to District Assemblies do not include the devolution of the functions of the MGTSC. The implementation of this strategy therefore needs to be preceded by a careful study of its practicability.
<ul style="list-style-type: none"> Develop implementation plan and associated budgets 	MGSTC, DPSM SEST	Cost of developing an implementation plan		

⁸ Although the NSTED Report recommends the decentralization of the MGTSC there will be need for a feasibility study to ascertain the benefits of such a move. Further activities will depend on the results of the study

Strategy 11 (NSTED Strategy 3.6):**Link TEMIS with EMIS (NSTED, p. 46, Strategies for DHRMD #ii, iv)****NESP Objective:**

Institutionalize and link teacher education management information systems with overall Education Management information systems. (NESP, p.20)

Rationale:

A TEMIS that is linked with the overall EMIS can be useful in decision making and in planning. It can eliminate confusion or and duplication of effort in determining the number of teachers in the system and improve decision making teacher deployment. Such an integrated system is also a prerequisite for enhanced career path tracking and development.

Activities	Responsible Institution/Dept.	Financial Implications (MK)	Outcomes	Remarks
<ul style="list-style-type: none"> Assess the existing TEMIS and EMIS to determine any gaps and overlaps. Remove the identified overlaps and address identified omissions Modify the EMIS questionnaire to address the identified gaps, i.e. to include sections or questions that will capture TEMIS data that was not being captured before Make necessary amendments to the database design of EMIS and TEMIS 	DTED, Planning DTED, DEP DEP	No extra cost for MoEST, if activity is integrated with offices existing duties. IT specialist time – estimated at 20 working days.	<ul style="list-style-type: none"> Improved management of the teachers. Improved equity and efficiency in teacher deployment Improved processes of teacher promotion 	This activity is currently being initiated with support from the USAID funded MTPDS. If further work is required in the future then MoEST may incur consultant's costs. An updated TEMIS that is linked to EMIS will be useful in tracking both teachers in training and teachers and improving their utilization

Strategy 12 (NSTED Strategy 3.8):

Create ways to periodically cover classes of teachers living with HIV/AIDS (NSTED , p.50)

NESP Objective:

Mitigate impact of HIV/AIDS through awareness and other related support services to staff and students (NESP, p.20)

Rationale:

According to the NSTED, a major impact of HIV/AIDS in the schools is reduced teaching and learning due to increased teacher absenteeism. There is need to find ways of ensuring that teaching and learning continues in the classrooms of the HIV/AIDS affected teachers even when they are absent from school.

Activities	Responsible Institution/Dept.	Financial Implications (MK)	Outcomes	Remarks
<ul style="list-style-type: none"> Include handling of classes whose teachers are absent in CPD for teachers⁹ Ensure schools are regularly inspected to check if the classes are being covered 	DTED DIAS	<ul style="list-style-type: none"> No extra costs. The cost will be part and parcel of the cost for providing CPD. No extra costs. This should be part and parcel of the operational budget for DIAS. 	Reduced impact of HIV/AIDS on the teaching and learning in the classroom	<ul style="list-style-type: none"> This intervention presumes the existence of sufficient teachers within the system to provide the necessary cover The impact of the intervention will be enhanced if supported by the T'LIPO group

⁹ The NSTED study suggests using other teachers to cover classes belonging to HIV/AIDS affected teachers that are absent. With the current shortage of teachers this is not very practical. The best is to train the teachers in handling large classes. However even this is difficult given that the classes are already large.

Strategy 13 (NSTED Strategy 3.5):

Enhance capacity in planning, monitoring and supervision of TTCs (NSTED, p.56, Strategies for Research, Monitoring and Evaluation #v, vi, vii)

NESP Objective:

Enhance capacity in planning, monitoring and supervision of managers in teacher education institutions (NESP, p.20)

Rationale:

To ensure that TTCs are run effectively and efficiently

Activities	Responsible Institution/Dept.	Financial Implications (MK)	Outcomes	Remarks
<ul style="list-style-type: none"> Provide leadership training to heads of TTCs. 	DTED	250,000 (Training costs for 30 individuals including Principal, D. Principal and 3 heads of dept @ 50,000 per individual)	Improved efficiency and cost effectiveness of the TTCs	This training could be provided by MZUNI, MIM or Chancellor College
<ul style="list-style-type: none"> Development of TTC monitoring tools 	DIAS	No additional costs. The development of such tools is part of the routine work for the departments.		
<ul style="list-style-type: none"> Ensure TTCs are inspected and supervised 	DIAS	Transport and per diem costs for this activity must be factored into regular DIAS inspection budget.		